

LEXINGTON 2 SCHOOL DISTRICT

715 Ninth Street
West Columbia, South Carolina 29169

GRADES PK-12

ENROLLMENT 8,716 Students

SUPERINTENDENT Barry F. Bolen 803-739-8399

BOARD CHAIR Jerry S. Chitty 803-739-4708

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	15	5	0	0

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **YES**

This district met 33 out of 33 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Average	No
2004	Good	Unsatisfactory	Yes

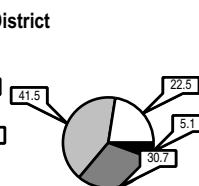
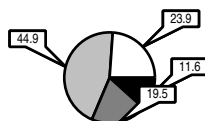
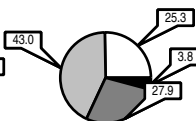
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	80.5	N/A	N/A	76.3	N/A	N/A
Passed 1 subtest	8.4	N/A	N/A	12.9	N/A	N/A
Passed no subtests	11.1	N/A	N/A	10.8	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	18.5	15.2
Seniors who met the SAT/ACT requirement	18.5	15.7
Seniors who met the grade point average	54.7	49.9

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	4,108	99.4	22.5	41.7	30.7	5.1	35.8
Gender							
Male	2,124	99.3	28.9	42.9	25.9	2.3	28.2
Female	1,984	99.6	15.7	40.4	35.9	8.0	43.8
Racial/Ethnic Group							
White	2,496	99.6	15.6	40.6	36.9	6.9	43.8
African-American	1,378	99.1	34.9	44.2	19.3	1.6	20.9
Asian/Pacific Islander	43	100.0	17.5	37.5	30.0	15.0	45.0
Hispanic	175	98.9	32.8	38.7	26.3	2.2	28.5
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,473	99.7	17.7	42.2	34.6	5.6	40.2
Disabled	635	98.3	49.2	39.1	9.4	2.3	11.7
Migrant Status							
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	4,104	99.4	22.4	41.7	30.8	5.1	35.9
English Proficiency							
Limited English Proficient	106	100.0	44.3	36.7	17.7	1.3	19.0
Non-Limited English Proficient	4,002	99.4	22.0	41.8	31.0	5.2	36.2
Socio-Economic Status							
Subsidized meals	2,157	99.3	32.4	44.1	21.0	2.5	23.5
Full-pay meals	1,950	99.6	12.2	39.2	40.8	7.8	48.6
Mathematics							
All Students	4,110	99.5	21.3	43.1	21.3	14.3	35.6
Gender							
Male	2,126	99.3	23.3	43.5	19.3	13.9	33.2
Female	1,984	99.7	19.3	42.7	23.3	14.8	38.0
Racial/Ethnic Group							
White	2,497	99.7	13.9	41.5	25.6	18.9	44.5
African-American	1,379	99.2	35.8	45.9	13.5	4.8	18.3
Asian/Pacific Islander	43	100.0	10.0	37.5	17.5	35.0	52.5
Hispanic	175	98.9	24.1	46.7	16.8	12.4	29.2
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,474	99.7	16.6	43.5	23.7	16.2	39.9
Disabled	636	98.3	47.5	41.0	7.6	3.9	11.5
Migrant Status							
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	4,106	99.5	21.3	43.1	21.3	14.3	35.6
English Proficiency							
Limited English Proficient	106	100.0	34.2	45.6	12.7	7.6	20.3
Non-Limited English Proficient	4,004	99.5	21.1	43.0	21.4	14.5	35.9
Socio-Economic Status							
Subsidized meals	2,158	99.4	30.8	46.1	16.1	6.9	23.1
Full-pay meals	1,951	99.6	11.5	40.0	26.5	21.9	48.4

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	676	99.1	17.8	39.7	39.0	3.5	42.5
	Grade 4	674	99.1	21.2	45.8	30.5	2.5	33.0
	Grade 5	723	99.6	29.2	47.1	22.4	1.4	23.8
	Grade 6	683	99.6	33.8	33.6	25.1	7.6	32.6
	Grade 7	704	99.6	25.4	45.3	27.0	2.2	29.3
	Grade 8	672	99.3	25.6	51.2	21.2	2.0	23.2
2004	Grade 3	650	99.9	17.3	29.8	40.9	12.0	52.9
	Grade 4	688	99.4	18.4	44.4	35.1	2.1	37.2
	Grade 5	687	99.6	24.7	48.4	25.7	1.2	26.9
	Grade 6	712	99.2	32.9	33.4	28.4	5.3	33.7
	Grade 7	681	99.4	24.9	47.1	25.4	2.6	28.0
	Grade 8	694	99.3	23.1	48.5	23.3	5.1	28.4

Mathematics								
2003	Grade 3	676	100.0	17.4	49.8	20.7	12.1	32.8
	Grade 4	674	100.0	14.4	47.9	23.0	14.7	37.7
	Grade 5	723	100.0	19.1	47.1	19.9	13.9	33.7
	Grade 6	683	99.9	22.3	37.6	24.1	16.1	40.1
	Grade 7	704	99.7	28.7	41.2	14.9	15.2	30.1
	Grade 8	672	99.6	22.3	53.8	16.5	7.4	23.9
2004	Grade 3	650	100.0	18.2	50.5	22.8	8.5	31.3
	Grade 4	688	99.7	17.0	45.4	22.5	15.0	37.5
	Grade 5	687	99.4	21.0	41.2	22.8	14.9	37.7
	Grade 6	712	99.2	22.9	35.0	23.8	18.2	42.1
	Grade 7	681	99.4	26.1	40.6	15.7	17.7	33.3
	Grade 8	694	99.3	28.7	49.0	14.3	8.1	22.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	710	97.6	12.3	23.4	33.0	31.3	64.3
Gender							
Male	363	97.2	14.7	26.7	33.3	25.2	58.6
Female	347	98.0	9.8	20.1	32.6	37.5	70.1
Racial/Ethnic Group							
White	473	98.3	6.5	18.8	36.7	38.0	74.7
African-American	213	95.8	25.0	34.4	25.5	15.1	40.6
Asian/Pacific Islander	12	100.0	9.1	18.2	27.3	45.5	72.7
Hispanic	11	100.0	30.0	30.0	20.0	20.0	40.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	632	98.3	7.9	23.5	34.6	33.9	68.6
Disabled	78	92.3	51.5	22.7	18.2	7.6	25.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	710	97.6	12.3	23.4	31.5	31.3	64.3
English Proficiency							
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	702	97.6	12.1	23.2	33.1	31.6	64.7
Socio-Economic Status							
Subsidized meals	236	94.9	25.6	34.3	25.6	14.5	40.1
Full-pay meals	474	98.9	6.2	18.5	36.3	39.0	75.3

Mathematics							
All Students	710	97.5	15.3	23.0	31.5	30.2	61.7
Gender							
Male	363	97.8	18.8	21.2	28.7	31.3	60.0
Female	347	97.1	11.7	24.9	34.5	28.9	63.4
Racial/Ethnic Group							
White	473	97.9	10.8	18.6	33.0	37.7	70.6
African-American	213	96.2	26.6	34.9	26.0	12.5	38.5
Asian/Pacific Islander	12	100.0	9.1	N/A	45.5	45.5	90.9
Hispanic	11	100.0	10.0	20.0	60.0	10.0	70.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	632	97.9	9.9	22.8	34.2	33.1	67.3
Disabled	78	93.6	62.7	25.4	7.5	4.5	11.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	710	97.5	15.3	23.0	31.5	30.2	61.7
English Proficiency							
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	702	97.4	15.1	23.1	31.3	30.4	61.8
Socio-Economic Status							
Subsidized meals	236	94.9	29.0	31.9	25.1	14.0	39.1
Full-pay meals	474	98.7	9.1	19.0	34.4	37.5	72.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	487	96.1%	439	18.5%	526	78.9%	N/A
Gender							
Male	225	96.4%	207	18.8%	257	72.0%	
Female	260	96.2%	232	18.1%	269	85.5%	
Racial/Ethnic Group							
White	359	97.5%	319	21.3%	380	78.9%	
African American	110	93.6%	107	8.4%	129	78.3%	
Asian/Pacific Islander	10	90.0%	9	44.4%	12	83.3%	
Hispanic	4	I/S	4	I/S	5	80.0%	
American Indian/Alaskan	1	I/S	0	N/A	N/A	N/A	
Disability Status							
Not disabled	465	96.8%	401	20.0%	485	79.0%	
Disabilities other than speech	20	85.0%	38	2.6%	41	78.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	451	96.7%	439	18.5%	N/A	N/A	
English Proficiency							
Limited English proficient	6	83.3%	3	I/S	4	I/S	
Non-LEP	445	96.9%	436	18.6%	520	79.2%	
Socio-Economic Status							
Subsidized meals	128	94.5%	104	9.6%	131	72.5%	
Full-pay meals	333	97.3%	335	21.2%	395	81.0%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	96.1%	94.6%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	526	726
Number of Diplomas	415	553
Rate	78.9%	76.3%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	495	497	508	516	1003	1013
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.6	18.3	18.4	19.3	17.9	19.5	18.4	19.4	18.2	19.3
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 8,716)				
First graders who attended full-day kindergarten	87.9%	N/C	95.7%	97.2%
Retention rate	2.9%	Down from 3.1%	5.1%	5.3%
Attendance rate	96.4%	Up from 94.7%	96.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%		5.1%	5.1%
Eligible for gifted and talented	20.1%	Up from 19.9%	15.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 9.7%	11.7%	10.9%
Older than usual for grade	3.1%	Down from 3.3%	4.4%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 1.6%	1.5%	1.1%
Enrolled in AP/IB programs	21.1%	Up from 17.4%	11.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	233	Down from 410	233	157
Completions in adult education GED or diploma programs	58	Down from 219	50	39
Annual dropout rate	4.3%	Up from 3.7%	4.0%	2.9%
Teachers (n= 642)				
Teachers with advanced degrees	56.2%	Up from 56.0%	50.0%	50.0%
Continuing contract teachers	87.5%	Up from 86.2%	85.5%	84.6%
Highly qualified teachers**	88.9%	N/A	92.1%	92.5%
Teachers with emergency or provisional certificates	3.2%		4.1%	4.4%
Teachers returning from previous year	88.0%	Down from 89.0%	91.0%	89.9%
Teacher attendance rate	95.0%	Down from 95.7%	94.9%	94.7%
Average teacher salary	\$42,621	Up 2.9%	\$40,855	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.3%	0.3%
Prof. development days/teacher	14.3 days	Up from 12.6 days	12.6 days	12.0 days
District				
Superintendent's years at district	3.5	Up from 2.5	3.5	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 20.6 to 1	21.3 to 1	21.0 to 1
Prime instructional time	90.2%	Up from 89.6%	89.5%	89.5%
Dollars spent per pupil*	\$7,778	Down 2.9%	\$7,160	\$7,217
Percent of expenditures for teacher salaries*	58.4%	Up from 58.2%	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.2%	Up from 98.3%	97.4%	97.3%
Number of schools	16	No change	16	8
Number of magnet schools	2	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	2.2%	Down from 2.5%	3.2%	4.3%
Average age in years of school facilities	30	Down from 38	26	26
Number of schools with SACS accreditation	16	No change	14	8
Average administrator salary	\$68,824		\$67,300	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	24.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

During the 2003-2004 school year, Lexington District Two remained committed to our motto, "Champions for Children," as we served 8,700 students in nine elementary schools, an early childhood center, four middle schools, two high schools, an alternative school, and an adult education center. Many of our school facilities have been renovated as we proceed with our work on projects approved in the Bond Referendum of 2002, and construction has begun on a new Busbee Middle School to open in 2005.

Thanks to the guidance of our school board and the dedication of our teachers, administrators, support staff, students and parents, Lexington Two exceeded the state average in all state and national testing programs. Four of our schools, Airport High, Brookland-Cayce High, Saluda River Elementary and Springdale Elementary received the Palmetto Gold award for excellent absolute ratings on the 2003 report card. Brookland-Cayce High School and Cyril B. Busbee Middle School were named as Exemplary Writing Schools. Saluda River Academy for the Arts was the only school in the state to be named a Nationally Distinguished Title One school. Claude A. Taylor Elementary School became one of our six Red Carpet Award-winning schools. Northside Middle School and Brookland-Cayce High School gained recognition as state finalists in the prestigious Carolina First Palmetto's Finest program. Lexington Two continues to encourage teacher excellence and in 2003 eighteen teachers received National Board Certification, bringing the district total to 57.

The past two years have been difficult for districts across the state as we have faced significant reductions in state funding and Lexington Two has faced many challenges to preserve necessary staffing and programs as we continue to keep student achievement as our priority goal. We maintain our commitment to the S.C. Reading Initiative. We have added another Literacy Coach at the elementary level, bringing our total to four, and have added one middle school Literacy Coach. We have also added two Math Coaches at the elementary level and two Special Education Coaches. After-school yearlong comprehensive remediation at all elementary and middle schools has been implemented. We continue to address a results-based, data-driven emphasis at each school to ensure academic achievement for all students.

We thank parents and the community for their constant support as we work together to meet the needs of our students in Lexington District Two.

Barry F. Bolen, Superintendent